



Architecture
Apprenticeships

Guide for **Employers**



Preface

The guide is written to advise employers on how to introduce architecture apprenticeships within their practices. The Employer Occupational Brief (section 3), referred to in the EPA documents, includes suggestions on how to deliver quality on-the-job training according to the standards criteria.

The guide is written by the Architecture Trailblazer with the support of RIBA and ARB.

Contents

- 1** Architecture Apprenticeships [CLICK](#)
- 2** Considerations for Employers [CLICK](#)
- 3** Delivery of Training (Including Employer Occupational Brief) [CLICK](#)
- 4** Delivery of End Point Assessment (EPA) [CLICK](#)



1 Architecture Apprenticeships



Historical Context 1563-1895



1563

John Shute described himself as an architect, the first person known to do so in England. Promoted the Renaissance ideal of the designer as universal man... not simply proficient in: drawing; surveying; geometry; arithmetic; optics; but also versed in: literature; history; philosophy; medicine; astronomy.



1664

John Evelyn listed three types of architect: - 'Architectus Ingenio' the ideal type (e.g. Wren), or the architect-surveyor who is 'skillful in the Art of Building' and who 'Superintends and Presides' over the 'commonly illiterate Mechanick'.

Architectus Sumptuarius 'the client who pays for buildings

Architectus Manuarius 'the craftsman who actually carries out the building (mason, carpenter, joiner..)



1669

Sir Christopher Wren's direction of the Office of Works had a lasting impact on upon the status and responsibilities of the architect as well as upon the organisation of the entire building industry.

He established what is thought to be the first systematic architectural training.



1770's

Emergence of Articled pupillage; training in an architect's office. Sir Robert Taylor had at least seven pupils at different times (including S.P Cockerell and John Nash). He didn't accept premiums but had his pupils bound by indentures - he agreed to give a form of training in return for a set fee.

Pupils learnt office practice quite separately from the practices of the developer or builder.



1806

Sir John Soane became Professor of Architecture at the Royal Academy, delivering a lecture series whose objective was "to trace architecture from its most early periods". These would occur alongside office based learning.

Lectures were supported by over 1000 watercolours from Soane's office. Ideally this would be followed by a three-year foreign tour.



1841

Upon his appointment as Professor of Architecture at University College, London, Thomas Leverton Donaldson, (first Secretary of the RIBA), gave two courses of lectures for part-time students; on "Architecure as a Science" and "Architecture as an Art"



1895

Liverpool University instituted the first full time architecture course - designed as a two-year prelude to pupillage, with a full-time degree course from 1901. It became the largest school, and thereby spread the influence of a Beaux Arts approach to education and design, with 12 students in 1904 and 200 students by 1909.

Historical Context 1904-2018

1904 1911 1958 1998 2012 2015 2018

RIBA Board of Architectural Education – first syllabus is instituted.

Subjects include; building materials, construction, architectural drawing, design & history of architecture.

Two years in a school followed by two years in an architect's office, with a thesis as a culminating task.

RIBA Board of Architectural Education - more design introduced into the syllabus.

1957

50% of architects qualify via RIBA external exams, rather than Part 1 and 2 exemption in university schools.

Oxford Conference on Architectural Education is held. Recommendations included:

- Minimum entry requirement to be raised.
- Progressive abolition of alternative routes of qualifying (Testimonies of Study & RIBA external Examinations)
- All schools providing architectural training should be recognised and situated in universities.
- Importance of post-graduate work recognised as an essential part of architectural education.

Tuition fees of up to £1,000 a year introduced in UK.

Tuition fees raised to £9,000 a year in England
The Richard Review – facilitates the introduction of Degree Apprenticeships.

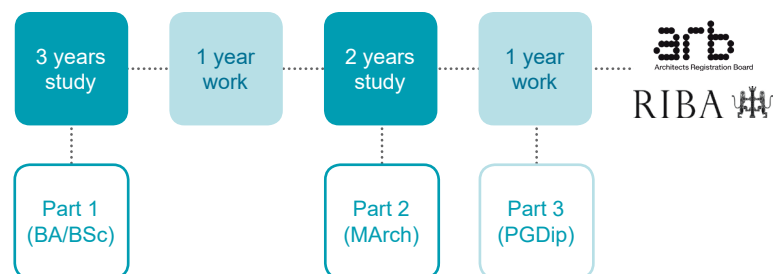
3% of architects qualify via RIBA external exams.

First ever Architecture Degree Apprenticeships approved.

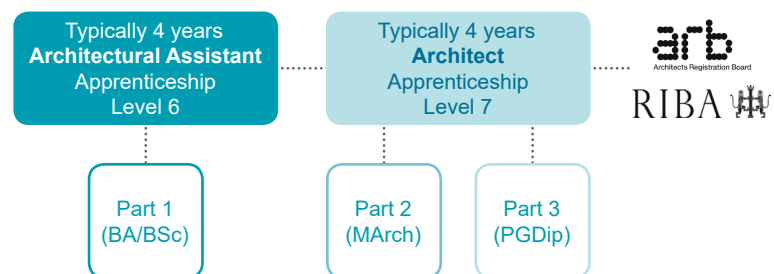


Route to register as an architect and professional body membership

Traditional Model



Apprenticeships



What is a Degree Apprenticeship?

An apprenticeship combines a job with training to industry standards. It involves a substantial programme of on-the-job and off-the-job training and the apprentice's occupational competence is tested by an independent End Point Assessment (EPA) at the end. Apprenticeships can be used to attract new talent as well as to upskill existing staff; there is no upper age limit.

The implementation of reformed apprenticeships was initiated by the Richard Review of Apprenticeships in 2012. A number of recommendations to improve apprenticeships, such as the introduction of the End Point Assessment, were proposed in the report. One of the major changes was the introduction of Degree Apprenticeships which incorporate academic qualifications at Level 6 and Level 7.



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/34708/richard-review-full.pdf

Institute for Apprenticeships and Technical Education

The Institute for Apprenticeships and Technical Education (IfATE) was established in April 2017 as an executive non-departmental public body, sponsored by the Department for Education. Its role is to ensure high quality apprenticeships and to advise government on funding.

Apprenticeship Standard

Each Apprenticeship is described as a standard. Standards are developed by a group of employers, called trailblazers, who represent the industry and are approved by the IfATE. Each Standard is defined by:

Occupational Standard:

Definition of competence for an occupation.

End Point Assessment (EPA) plan:

Definition of how occupational competence is assessed and measured.

Funding Band Allocation:

Cost of the off-the-job training

- For levy-paying employers: Defining the maximum funds from the levy that can be used towards off-the-job training for apprentices.
- For non-levy-paying employers: Defining the maximum contribution amount, 90% of which is co-invested by the government.



Apprenticeships can be used to attract new talent as well as to upskill existing staff...



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/34708/richard-review-full.pdf

Apprenticeship Levy

The Apprenticeships Levy was introduced in England in May 2017. The levy is paid by companies with an annual wage bill higher than £3m and equates to 0.5% of the bill. Payments are taken monthly through the payroll system and are transferred to a digital account. Each monthly payment expires in 24 months. The levy money can only be spent on apprenticeship off-the-job training and EPA.

Employers who do not qualify for the levy can enter a co-investment agreement where the government co-invests 90% of the funding while the employer pays 10% of the funding.

Apprenticeship funding documents lay out how the money can and cannot be spent.

For example, levy funding **cannot** be used on:

Salary for apprentice

On-the-job training

Travelling

For more information about the apprenticeship rules and funding refer to:



<https://www.gov.uk/guidance/apprenticeship-funding-rules-for-employers>

Architecture Trailblazer

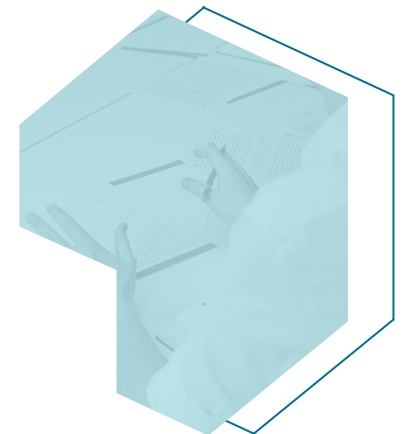
One of the observations highlighted in the Richard Review was that not all apprentices that completed the course met employers' expectations. Employers were therefore tasked with redefining expected occupational competence.

The Architecture Trailblazer was formed in late 2016 and involves twenty architectural practices collaborating to develop Standards that meet statutory requirements and industry expectations.

Each Apprenticeship Standard is developed by a number of employers representing the industry known as a 'Trailblazer' group.

The Architecture Trailblazer Group includes:

- Foster + Partners (*Chair*)
- Lipscomb Jones Architects (*Architectural Assistant standard sub-lead*)
- Hawkins/Brown (*Architect standard sub-lead*)
- Seven Architecture (*Architectural Assistant assessment sub-lead*)
- Feilden Clegg Bradley Studios (*Architectural Assistant assessment sub-lead*)
- Scott Brownrigg (*Architect assessment sub-lead*)
- Pollard Thomas Edwards (*Architecture Apprenticeships Guide sub-lead*)
- Allford Hall Monaghan Morris
- ARUP
- BDP
- Grimshaw Architects
- HLM Architects
- HOK
- HTA Design LLP
- Perkins + Will
- PLP Architecture
- Purcell
- Ryder
- Stanton Williams
- tp bennett



Professional Recognition

Architecture Apprenticeships developed by the Architecture Trailblazer are the only apprenticeships in architecture leading towards full professional qualification recognised by the industry were developed in full collaboration with the statutory regulatory body - Architects Registration Board (ARB) - and the professional body - Royal Institute of British Architects (RIBA). Individuals holding ARB-prescribed qualifications at Part 1, Part 2 and Part 3 levels are eligible for registration with the ARB. Only those who are appropriately qualified and registered with ARB can use the title "Architect" in the UK. Completing this apprenticeship will also give access to Chartered Membership of the RIBA, following successful registration with the ARB.

The two Degree Apprenticeship standards are:

LEVEL
6

Architectural Assistant

(incorporating
Part 1 qualification)

LEVEL
7

Architect

(incorporating Part 2 and
Part 3 qualifications)

For more information about ARB/RIBA shared Criteria visit:



<http://www.arb.org.uk/information-for-schools-of-architecture/arb-criteria/>

For more information about Architecture Apprenticeships, visit the RIBA website:



<https://www.architecture.com/apprenticeships>



Job Title

Architect is a legally protected title in the UK and cannot be used by anyone who is not registered with the ARB.

The apprentice **cannot** be called any of the following:

- Apprentice Architect
- Apprenticeship Architect
- Level 7 Architect

Suggested job titles for a Level 6 apprentice:

- Architecture Apprentice Level 6
- Architectural Assistant L6

Suggested job titles for a Level 7 apprentice:

- Architecture Apprentice Level 7
- Architectural Apprentice L7
- Architectural Assistant

Case Study

'HTA have long been advocates of architects as designers in industry, and believe that the new apprenticeship route offers students, universities and employers great benefit from collaborative, interactive learning and research alongside working in the construction industry.'

'We welcome the opportunity to develop a diverse profession by facilitating a more affordable route to qualification. We are very excited to have just appointed our first level 7 apprentice!'



Caroline Dove
HTA Design LLP, Partner

Architectural Assistant Standard (Level 6)

The full description of the Occupational Standard and the EPA plan can be found on the IfATE website:



<https://www.instituteforapprenticeships.org/apprenticeship-standards/architectural-assistant-degree/>

Key points

- Entry Requirements: set by individual employers in conjunction with the relevant university.
- Duration of apprenticeship training: typically 48 months.
- Academic Qualifications awarded by training provider:
 - A degree qualification in architecture (Part 1) prescribed by the ARB
- End Point Assessment integrated with Part 1 and lasts 2 months.
- End Point Assessment methods:
 - Professional Interview supported by a practice report
 - Presentation supported by a portfolio
- Funding Band allocation: £21,000
- Academic Credits: 360 credits.
- 12 months of recorded practical training experience, at the appropriate level, e.g. in the form of Professional Experience and Development Record PEDR (not mandatory but strongly advised).

Architectural Assistant Standard (Level 7)

The full description of the Occupational Standard and the EPA plan can be found on the IfATE website:



<https://www.instituteforapprenticeships.org/apprenticeship-standards/architect-degree/>

Key points

- Entry Requirements: Minimum Part 1 or equivalent qualification, as prescribed by the ARB.
- Duration of apprenticeship training: typically 48 months.
- Academic Qualifications awarded by training provider:
 - A post graduate level qualification in architecture (Part 2) prescribed by the ARB
 - A post graduate level qualification in architecture (Part 3) prescribed by the ARB
- End Point Assessment integrated with Part 3 and lasts 6 months.
- End Point Assessment methods:
 - Professional interview supported by a career appraisal
 - Case study report supported by a design challenge
- Funding Band allocation: £21,000
- Academic Credits: 240 credits for Part 2 + min 30 credits for Part 3.
- At least 12 months of mandatory recorded practical training experience, at the appropriate level, e.g. in the form of a Professional Experience and Development Record PEDR. If an apprentice did not record 12 months of professional experience, at the appropriate level, prior to starting the apprenticeship they will need to ensure that they have recorded at least 24 months of appropriate practical training experience prior to completing the Level 7 apprenticeship.

2 Considerations for Employers



How apprenticeships enhance your business

Architecture apprenticeships are a long-term commitment for both the apprentice and employer. There are a number of points to consider before starting a programme:

- How many apprentices to take?
- Should you consider L6, L7 or both?
- How will the business be affected?
- What are the key benefits and challenges?
- Is there a genuine need for the practice?
- Do you provide any training for your staff that can also support apprentices?
- Are you paying the levy and how much is it for your practice?

Which Standards to use?

There are two architecture standards available. Most Level 6 students will be school leavers and may not have much experience in architecture, or work, before starting. However, as Level 6 is the entry to the profession, the programme plays a key role in improving diversity and inclusion in the profession. The programme can also be used for mature students intending to enter the profession.

The Level 7 programme represents a natural progression towards completion of an architectural education leading to registration as an architect.

There is no requirement to complete both programmes. An Apprentice can start Level 7 after completing full time education for Part 1 or start full time education for Part 2 after completing Level 6 apprenticeship.



Apprentices represent new talent that can help you achieve your organisational goals by reducing skills shortages and developing the abilities of existing staff.

Case Study

‘At Foster + Partners, we felt that the introduction of apprenticeships would massively increase diversity, inclusion and social mobility within the sector. We really wanted to support the idea, and to be involved in their creation. Our biggest challenge was to bring together all the different stakeholders across the sector. Bringing together architecture practices, professional bodies (such as The Royal Institute of British Architects and the Architects Registration Board) and academic institutions, we forged a meeting of minds, generating a collection of pragmatic yet visionary solutions that will open new doors to the industry for everyone.’

Charlotte Sword
Foster+Partners, Head of HR

BENEFITS

What are the benefits to consider when employing an apprentice?

Attract, retain and develop staff

Apprenticeships provide a way to retain individuals with real potential and talent, giving you a greater return on your investment in training. Apprentices represent new talent that can help you achieve your organisational goals by reducing skills shortages and developing the abilities of existing staff.

Fresh thinking

Apprentices can bring fresh ideas with them into the organisation and enable the business to keep up to date with the latest technology and techniques.

Diversity and social mobility

Apprenticeships can help to improve social mobility and diversity within your organisation. Many organisations have used apprenticeships to tackle gender bias within a construction and building industry that is predominantly male dominated or to improve the socio-economic and ethnic composition of organisations.

Collaboration

Apprenticeships offer a unique opportunity for collaboration. One of the key relationships is between employer and training provider, which offers a great opportunity for strengthening links between academia and practice.

CHALLENGES

What are the challenges to consider when employing an apprentice?

Cost

You should be clear about all the costs to the organisation including the salary cost. The apprenticeship levy is paid to the training provider and does not cover the apprentice's salary.

Time & resources

Consider the indirect cost of managing and supporting one or more apprentices, factoring in the time spent administering the apprenticeship programme and mentoring and training the apprentices.



What to consider when choosing a Training Provider

The success of each apprenticeship will depend on the relationship between apprentice, employer and provider. The employer selects both apprentice and training provider, so clarity of expectations is crucial.

Employer Expectations

While there will be different expectations of skill and qualification levels for L6 and L7 apprentices, employers will look for certain general attributes, as well qualities that match the culture and activities of each organisation. Each apprentice candidate will need to demonstrate the level of commitment and possession of appropriate skills that will enable productive working from early in the apprenticeship.

The activities and culture of each individual practice are more specific. Employers should consider whether these are described in their practice literature clearly enough for prospective apprentices to:

- *Form a clear picture of what they will be doing*
- *Understand whether the culture and aspirations of the practice are likely to remain appealing over the four-year duration of an apprenticeship*

Training providers must be listed on the Register of Apprenticeship Training Providers (RoATP) to deliver apprenticeships.



<https://www.gov.uk/guidance/register-of-apprenticeship-training-providers>

If the training provider also intends to deliver the EPA, they must be listed on the Register of End-Point Assessment Organisations (RoEPAO)



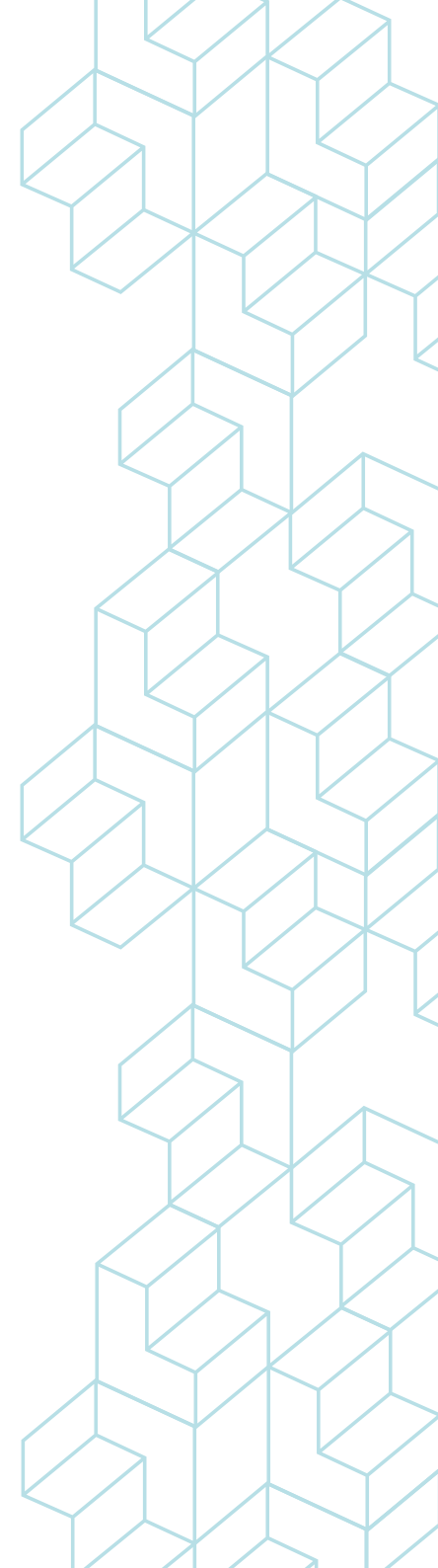
<https://www.gov.uk/guidance/register-of-end-point-assessment-organisations>

Each training provider develops their own delivery model for the minimum. 20% off-the-job training. This may be delivered as day release, block release, blended or as a combination.

The employer should ensure that the provider has secured the ARB prescription for the qualification that their apprentice will undertake.



<http://www.arb.org.uk/student-information/schools-institutions-architecture/>



Other Relationships

Practice roles can include:

Mentor

Mentors review progress with the apprentice at regular intervals, acting as a general point of support to the apprentice throughout their time at the company.

Line Manager

The line manager oversees and reviews the apprentice's work - with the mentor and apprentice setting out clear work plans to ensure that the right learning experience is combined with productive work.

Apprenticeship Coordinator

Apprenticeship coordinators oversee, coordinate and administrate the apprenticeship programme at the practice, reporting to senior management on progress and planning future development.

Buddy

Buddy is a colleague not too far from the apprentice's level of experience who helps with everything from where to get lunch to social and sport activities; pointing the apprentice towards like-minded people with similar interests. A buddy can also help informally with questions that don't obviously relate to the line manager's responsibilities signposting the right person for them to go to.

Wider support networks

Every practice has its strengths, and it follows that there will be others with complementary focuses and activities.

Employers may form networks to offer secondment between practices or even across the wider industry to disciplines such as construction or planning. This will:


- Give apprentices a broader range of professional experience
- Encourage apprentices to share learning and work experiences
- Give apprentices a wider exposure to cultural, networking and social events.

Recruitment

An apprenticeship is a job and should be advertised as one. Potential places to advertise include:

- Employer's website
- The relevant Apprenticeships agency (for example an Apprenticeship matching service website)
- Architectural websites
- Recruitment agencies
- Informing service users of schools, youth services, community and voluntary organisations.
- The National Apprenticeship Service www.gov.uk/apply-apprenticeship

The application process is conducted by the employer and training provider. Both need to assess the potential candidate to ensure they meet their joint requirements.



'Employers may form networks to offer secondment between practices or even across the wider industry to disciplines such as construction or planning'.

Triparty Agreement

The employer, training provider and apprentice will be required to sign a commitment statement (triparty agreement and apprenticeship agreement) setting out how they will support the successful completion of the apprenticeship.

Find more information about apprenticeship agreements as well as download an apprenticeship agreement template searching on the website:



<https://www.gov.uk/government/publications/apprenticeship-agreement-template>

Salary and Benefits

The employment contract, commitment statement and apprenticeship agreement will include information about remuneration and benefits. Apprentices will be paid for time to attend training as part of the apprenticeship standard.

All apprentices must receive the same benefits as other employees. They must be paid at least the national minimum wage:



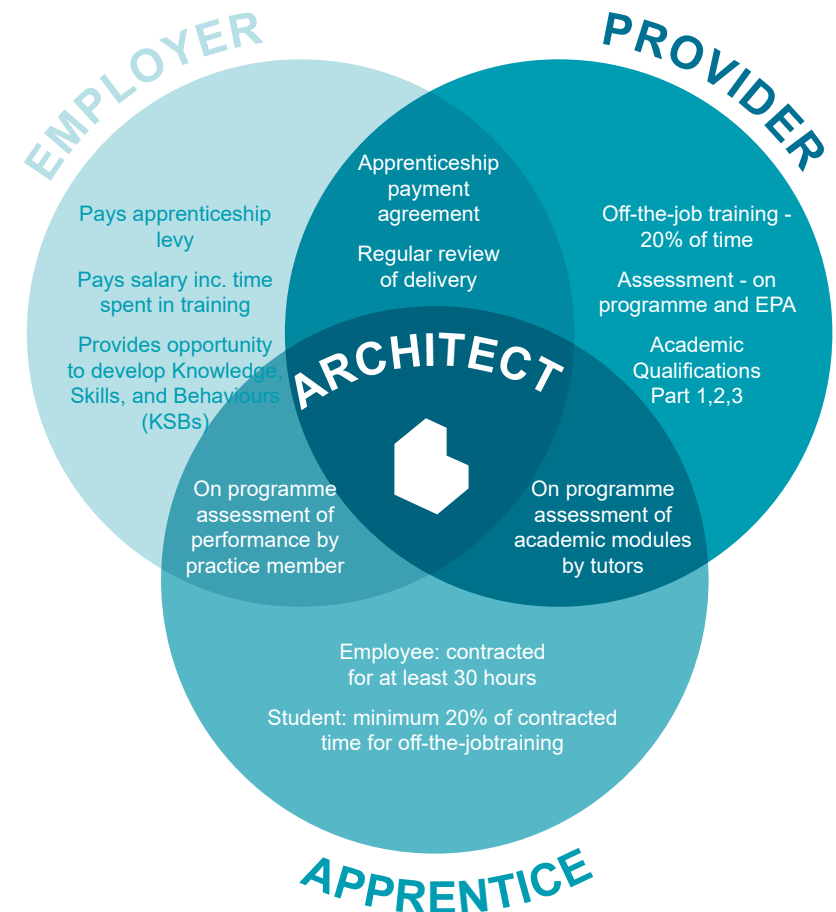
<https://www.gov.uk/national-minimum-wage-rates>

Statutory Rights

Apprentices have the same rights as other employees. They will be entitled to the statutory rights in relation to, for example: working time; holidays; maternity; paternity; adoption; shared parental leave and pay; discrimination; whistle blowing and unfair dismissal. The same rules will also apply for dismissal and redundancy.

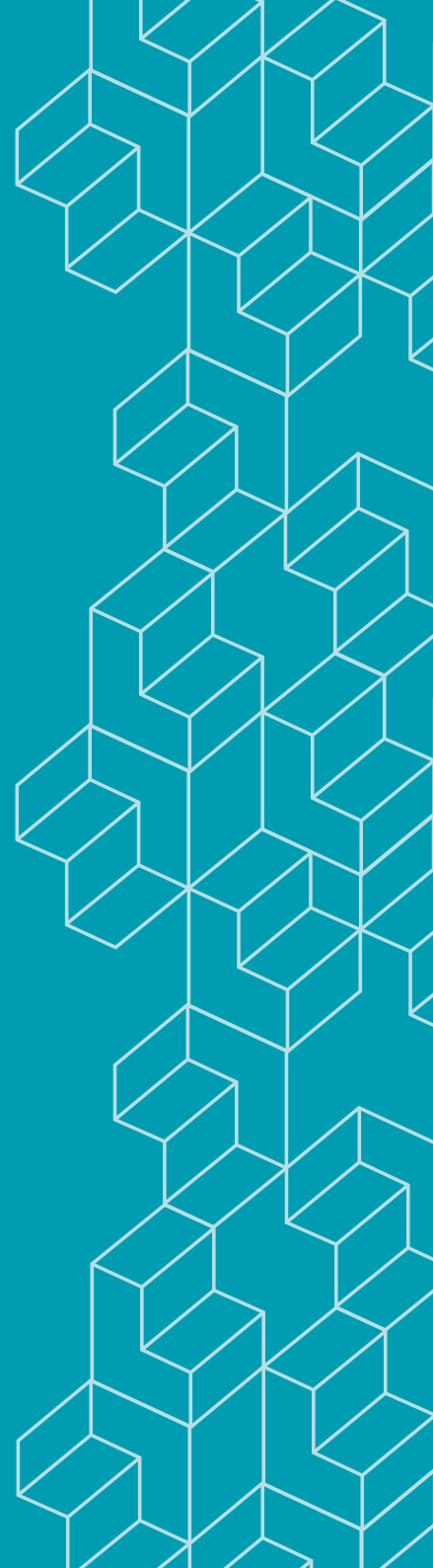


<https://www.gov.uk/employment-status>



3 Delivery of Training

(Including Employer Occupational Brief)



Delivery of Training

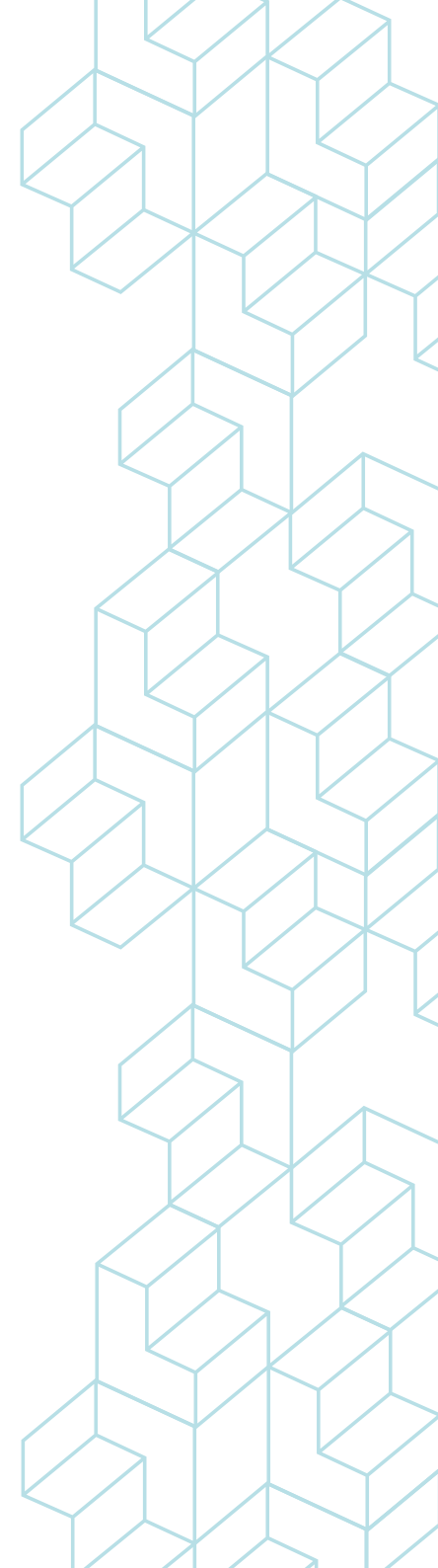
Apprenticeship Standards define competence of a specific occupation (occupational standard), how the competence is tested (EPA) and how much the training would cost (funding bands). What standards do not specify is how to deliver training.

The responsibility to prepare an apprentice for the EPA is shared between employer and training provider. Training delivery methods must be agreed between them and defined in the triparty agreement.

At a minimum, 20% of the apprentice's time must be spent in off-the-job training. A training provider and employer can agree to increase the duration of off-the-job training, which can include academic tutorial, self-study or shadowing. More information on off-the-job training can be found here:



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/792228/OTJ_training_guidancev2_reissued_.pdf



Academic Framework

Both architecture apprenticeships are degree apprenticeships and include academic awards and qualifications which must be prescribed by the ARB at the appropriate level, e.g. Part 1, Part 2 or Part 3 - for a list of prescribed qualifications see here:



<http://www.arb.org.uk/student-information/schools-institutions-architecture/>

An apprentice will be awarded an apprenticeship certificate – therefore the programme must comply with apprenticeships regulations such as the requirement for a minimum of 20% off-the-job training.

An apprentice will be awarded an academic award (e.g. BA, MArch) – therefore the course must comply with the QAA regulations defining academic awards such as learning credits allocation:

- 360 credits for Undergraduate and 240 credits for Postgraduate (1 learning credit = 10 hours of learning)
- Work-based learning can count towards academic credits. However, they must not be re-recorded as practical experience, in line with ARB's practical training requirements.

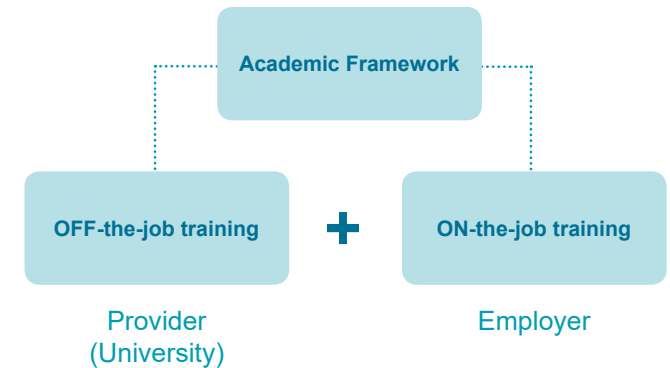
For the qualification/award to be used for the purposes of registration, it must be prescribed by the ARB at the appropriate level e.g. Part 1, Part 2 or Part 3 and therefore must comply with any ARB/RIBA regulations such as:

- Meeting ARB/RIBA criteria for the respective level
- Allowing for varying durations of academic learning varies for full time and part time education.
 - *Part 1 full time – 3 years*
 - *Part 1 part time – 4 years*
 - *Part 2 full time – 2 years*
 - *Part 2 part time – 3 years*
- An apprentice is required to complete a minimum of 24 months practical training experience which complies with ARB's requirements (typically recorded in a PEDR). The recorded experience cannot be double counted as academic learning credits.
- The recorded practical experience must be 'recent', meaning that the recorded 12 months must be within the 24 months prior to sitting the final Part 3/ EPA exam.
- Design must constitute at least 50% of assessed work at Part 1 and Part 2 levels.
- For more information about ARB practical training requirements visit:



<http://www.arb.org.uk/student-information/practical-training-requirements/>

ARCHITECTURAL APPRENTICESHIPS



OFF-the-job training Provider (University)

One of the key apprenticeships rules is the requirement for a minimum of 20% off-the-job-training.

The actual amount of days (or hours) is a calculation of 20% of the overall duration of the programme before gateway.

Days (or hours) can be distributed across the on-programme training in a number of configurations. For example:

- **Day release:** An apprentice is released from work for off-the-job training for a specified number of days each week.
- **Block release:** An apprentice is released from work for off-the-job training for a longer period of time, (there is no limit for the duration of a study block) and they work continuously in periods between study blocks.

Academic Modules

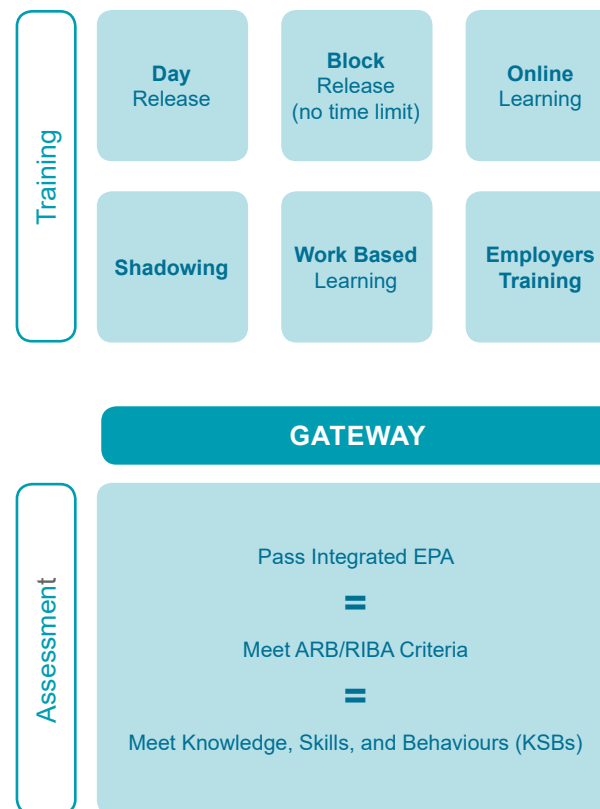
The training provider will define the configuration (eg. day or block) and structure of the off-the-job training. The training will typically be delivered in the form of modules such as Technical Studies, History and Design Project.

- Modules can be: defined as standalone entities where an apprentice completes an individual assessment separately.

Defined as 'integrated design' where an apprentice completes multiple modules based on a single design project, e.g. technical report investigating construction methodology of a major design project.

Separate from the job or fully integrated with the job. For example, a technical report can be based on a standalone study of an academic project or on a study of façade design on a project that an apprentice is currently working on (work based learning).

An apprenticeship is a job which offers opportunities to learn.



ON-the-job training Employer

KSB and ARB/RIBA Criteria

The list of Knowledge, Skills and Behaviours (KSBs) in the occupational standards of both programmes are based on ARB/RIBA Criteria.



<http://www.arb.org.uk/information-for-schools-of-architecture/arb-criteria/>

Although KSBs and criteria are closely aligned, an apprentice must demonstrate meeting both KSBs and ARB/RIBA criteria for the respective level.

Level 6 KSBs



<https://www.instituteforapprenticeships.org/apprenticeship-standards/architectural-assistant-degree/>

Level 7 KSBs



<https://www.instituteforapprenticeships.org/apprenticeship-standards/architect-degree/>

Employer Occupational Brief

The apprenticeship is a job which enables an apprentice to learn competence essential for an occupation. The employer must offer opportunities to an apprentice to develop Knowledge, Skills and Behaviours (KSB) at work. There is no formal definition of on-the-job training and it should be agreed between training provider and employer.

On-the-job training can also be referred to as Employer Training Plan or Employer Occupation Brief. For guidance, the tables on the following pages provide suggestions of how to deliver meaningful on-the-job experience for an apprentice to develop the knowledge and skills for Level 6 and Level 7.

Each employer is required to develop its own brief in collaboration with a training provider.



Employer occupational brief Architectural assistant apprentice

To be read in conjunction with the
Level 6 Standard and **ARB/RIBA Criteria**.



<https://www.instituteforapprenticeships.org/apprenticeship-standards/architectural-assistant-degree/>



http://www.arb.org.uk/wp-content/uploads/2017/11/ARB_Criteria.pdf

	EU/ARB/RIBA General Criteria	Apprenticeships Knowledge	Apprenticeships Skill	Examples of office-based training
1 Design	GC1	K1	S1	<ul style="list-style-type: none"> - Production of iterative feasibility studies, learning to represent content swiftly and clearly; - Production of drawings at large to small scale, matching format and content to scale. - Production of plan options to agreed criteria, incorporating necessary rules and standards, eg flat plans or school layouts.
2 History and Theory	GC2	K2	S2	<ul style="list-style-type: none"> - Early stage studies of architectural context to inform design concepts; - Assembly and analysis of relevant architectural precedent to inform plan, massing or elevational design; - Qualitative studies of daylight and sunlight to establish performance of a proposed design.
3 Fine Arts	GC3	K3	S3	<ul style="list-style-type: none"> - Colour analysis related to the context or history of an area, its art and materials to inform a proposal; - Investigate literary, historical and musical associations of a site.
4 Urban Design and Planning	GC4	K4	S4	<ul style="list-style-type: none"> - Clear and concise synthesis of the relevant planning history of a site / area to shape proposals; - Research and report planning grounds in support of a proposal; - Understand planning trends relating to a proposal and its context, demonstrating how the proposal will embody and reinforce them.
5 People and Environment	GC5	K5	S5	<ul style="list-style-type: none"> - Research and communicate the wider sustainability context of a proposal – social, biodiversity, transport, health as well as energy; - Contribute to the evolution of the design using the information gathered. - Investigate and illustrate the scale effect of proposals with eye line sections, isovists etc.
6 Role of Architect	GC6	K6	S6	<ul style="list-style-type: none"> - Spend time understanding how each project complies with approved documents and other regulations. - Understand the commercial conditions of each commission; - Attend meetings and pay close attention to the role and participation of each attendee – line managers should be able to answer questions afterwards.

Employer occupational brief Architectural assistant apprentice

To be read in conjunction with the
Level 6 Standard and **ARB/RIBA Criteria**.



<https://www.instituteforapprenticeships.org/apprenticeship-standards/architectural-assistant-degree/>



http://www.arb.org.uk/wp-content/uploads/2017/11/ARB_Criteria.pdf

	EU/ARB/RIBA General Criteria	Apprenticeships Knowledge	Apprenticeships Skill	Examples of office-based training
7 Brief Analysis	GC7	K7	S7	<ul style="list-style-type: none"> - Ask to see briefing correspondence and to attend briefing meetings - Attend design review and design team meetings. - Prepare options appraisals, for stages and/or elements of design. - Log design development, client, design team and external (eg planning) decisions, many practices will have a template for this activity.
8 Structure, Construction and Engineering	GC8	K8	S8	<ul style="list-style-type: none"> - Attend meetings with the structural engineer (SE) - Develop options based on different scenarios. - Floor depth/span, opening size, structural systems - provided by SE - Revise layouts, sections to reflect structural changes.
9 Technologies	GC9	K9	S9	<ul style="list-style-type: none"> - Attend meetings with M&E engineers - Investigate and develop the acoustic qualities of significant spaces with specialist consultants. - Produce daylight/sunlight diagrams using 3d software. - Model the effects of different servicing solutions on building layout. - Review 3d building design for potential daylighting / overheating issues.
10 Finance and Regulations	GC10	K10	S10	<ul style="list-style-type: none"> - Model alternative elevational treatments to meet cost constraints. - Produce schedules of accommodation to SMM guidelines. - Review and revise layouts to improve efficiency, eg nett:gross - saleable area vs circulation in residential developments.
11 Industry Context and Project Delivery	GC11	K11	S11	<ul style="list-style-type: none"> - Understand the proposed procurement of each project, and its effect on roles and responsibilities of stakeholders and documentation that must be produced. - Attend meetings on programme and procurement observing the effect of decisions by the client, design team or external parties on these aspects of the process.

Employer occupational brief Architect

To be read in conjunction with the
Level 7 Standard and ARB/RIBA Criteria.



<https://www.instituteforapprenticeships.org/apprenticeship-standards/architect-degree/>



http://www.arb.org.uk/wp-content/uploads/2017/11/ARB_Criteria.pdf

	EU/ARB/RIBA General Criteria	Apprenticeships Knowledge	Apprenticeships Skill	Examples of office-based training
1 Design	GC1	K1	S1	<ul style="list-style-type: none"> - Produce site feasibility studies from client brief, incorporating planning and building regulations constraints
2 History and Theory	GC2	K2	S2	<ul style="list-style-type: none"> - Research history of area/site/building, producing a concise summary to inform design process - Produce and develop design elements - elevation, detail and/or layout - related to historic context or building history
3 Fine Arts	GC3	K3	S3	<ul style="list-style-type: none"> - Research relevant fine art works to generate compositional and/or narrative ideas to inform building design and/or place making - Work with artists and makers on project-specific pieces, liaising on coordination with the building design and project narrative(s)
4 Urban Design and Planning	GC4	K4	S4	<ul style="list-style-type: none"> - Research relevant planning policies at project inception, summarise and record for the client and design team - Contribute to preparation of pre-application planning submission, researching and referring to relevant policies; produce minutes of the meeting - Participate in production and presentation of materials at design review; summarise the panel's views and propose design responses
5 People and Environment	GC5	K5	S5	<ul style="list-style-type: none"> - Produce exhibition material for, and take part in stakeholder consultation and recording and interpreting the responses received - Explain / represent the effect of engineering strategies or specific proposals on users' use and enjoyment of the finished building - Present external spaces to building users using models, 3d visualisations, animations or sketches to gain feedback on proposals in good time to feed into the developing design

Employer occupational brief Architect

To be read in conjunction with the
Level 7 Standard and ARB/RIBA Criteria.



<https://www.instituteforapprenticeships.org/apprenticeship-standards/architect-degree/>



http://www.arb.org.uk/wp-content/uploads/2017/11/ARB_Criteria.pdf

	EU/ARB/RIBA General Criteria	Apprenticeships Knowledge	Apprenticeships Skill	Examples of office-based training
6 Role of Architect	GC6	K6	S6	<ul style="list-style-type: none"> - Produce/ manage packages of information within a given fee resource - Schedule information needed for specific stages of design development, discussing time/resource needed in each case. - Review and report on the range of possible procurement methods for a project, identifying strengths and weaknesses of each both for the client and for the project. - Take part in presentation training and develop techniques for presenting information clearly and engagingly to a range of audiences.
7 Brief Analysis	GC7	K7	S7	<ul style="list-style-type: none"> - Prepare a document tracking the initiation and development of the project brief, recording client decisions and external constraints, and their effect on the brief and developing design. - Present design development to client and/or other stakeholders, explaining the rationale for changes since the last review in terms of brief and agreed proposed project narrative.
8 Structure, Construction and Engineering	GC8	K8	S8	<ul style="list-style-type: none"> - Collaborate with services and structural engineers to produce coordinated designs that fulfil the client's brief and aspirations. - Interrogate structural and servicing design to optimise efficiency in collaboration with specialist consultants.
9 Technologies	GC9	K9	S9	<ul style="list-style-type: none"> - Collaborate with services and structural engineers to produce coordinated designs that fulfil the client's brief and aspirations and assure the comfort of the end user. - Compare the implications of different structural and/or servicing solutions for end users. - Model the operation, maintenance and replacement of eg climate control devices - air conditioning; curtains; brise soleil - with relevant consultants to make recommendations that are practically sound and aligned to the project narrative.

Employer occupational brief Architect

To be read in conjunction with the
Level 7 Standard and ARB/RIBA Criteria.



<https://www.instituteforapprenticeships.org/apprenticeship-standards/architect-degree/>



http://www.arb.org.uk/wp-content/uploads/2017/11/ARB_Criteria.pdf

	EU/ARB/RIBA General Criteria	Apprenticeships Knowledge	Apprenticeships Skill	Examples of office-based training
10 Finance and Regulations	GC10	K10	S10	<ul style="list-style-type: none"> - Review the costing of alternative design proposals for a building element - eg external wall treatment - or material with project QS, to arrive at a proposal that fulfils project design aspirations within the stated budget. - Engage with QS to scope and cost different design strategies eg: for avoiding overheating; to comply with means of escape regulations.
11 Industry Context and Project Delivery	GC11	K11	S11	<ul style="list-style-type: none"> - Attend industry forums, eg RIBA, Housing Forum, BCO etc, to understand issues being debated in procurement and delivery. - Incorporate relevant legislation in project briefing documents and monitor compliance risks. - Attend client meeting, report on compliance and procurement issues and record decisions taken.
12 Professionalism	GC12	K12	S12	<ul style="list-style-type: none"> - Represent the interests of the project at client and design team meetings, identifying issues relating to design quality, project team roles and responsibilities and the wider context, eg heritage, biodiversity, air quality. - Communicate the project narrative to stakeholders as it relates to the architect's wider responsibilities, eg in exhibition materials and at meetings.
13 Finance and Regulations	GC13	K13	S13	<ul style="list-style-type: none"> - Participate in discussion of scope of service and fit with client brief. - Be alert to and help identify potential compliance and warranty issues, for example where the architect's scope interacts with that of other consultants. - Participate in drafting and development of project design programme, identifying risks and reporting to architect and other design team members on progress.
14 Legal Framework and Processes	GC14	K14	S14	<ul style="list-style-type: none"> - Draft and maintain a risk register with input from client and other consultants. - Prepare and submit planning application.

Employer occupational brief Architect

To be read in conjunction with the
Level 7 Standard and ARB/RIBA Criteria.



<https://www.instituteforapprenticeships.org/apprenticeship-standards/architect-degree/>



http://www.arb.org.uk/wp-content/uploads/2017/11/ARB_Criteria.pdf

	EU/ARB/RIBA General Criteria	Apprenticeships Knowledge	Apprenticeships Skill	Examples of office-based training
15 Practice and Management	GC15	K15	S15	<ul style="list-style-type: none">- Participate in project resource planning.- Attend business strategy meetings, feeding in project experience as required.- Contribute to practice management eg communications, human resources, premises, carrying out specific tasks or planning as required.- Draft meeting notes, formal minutes under supervision until able to draft and issue independently.- Participate in job resource planning, monitoring and revision, including matching resource to scope of service and contingency.
16 Building Procurement	GC16	K16	S16	<ul style="list-style-type: none">- Participate in meetings with client, client advisers and other involved consultants, eg council legal departments, insurance specialists.- Monitor and report promptly on issues affecting project contractual relations, scope etc.

Case Study

'PTE is delighted to be helping to open up the profession to the most talented and motivated people, regardless of background or ability to pay for training. We believe that the Apprenticeship programme is the visible mending required to stitch the profession back into society – part of architecture's contribution to the essential work of making construction more attractive to workers and consumers alike.'



Patrick Devlin
PTE, Partner

Review Meeting

Office mentor/line manager should review the progress of the apprentice on a regular basis.

The opportunity should be taken to review the job description and learning objectives and answer any queries that they may have about the apprenticeship programme.

Review meetings with employer/training provider and apprentice should occur (at least) at 3 month periods.

The review meetings can be used to agree some short-term objectives. It can be aligned with quarterly PEDR reviews.

Approved Prior Learning (APL) & Accredited Prior Experiential Learning (APEL)

If a potential candidate for the programme exceeds the entry requirement, a training provider can apply Approved Prior Learning (APL) or Accredited Prior Experiential Learning (APEL). APL and APEL rules are defined by the individual university and should not differ from typical application for full time education. The APL/APEL can be used in situations such as:

- Student has extensive experience and demonstrates knowledge and abilities that exceed entry requirements and is able to complete the course in a shorter than typical time period.
- Student that has completed one or two years of full time course and completed all academic modules and is able to complete the course in a shorter than typical time period.

When APL or APEL rules are applied, the following must be considered:

- The minimum duration of apprenticeship training is 1 year (excluding EPA)
- 20% off-the-job training must be delivered.
- Reduction of training cost should be negotiated with the employer.
- Not all universities offer APL/APEL

TOP Tips



Managing an effective induction for apprentices:

If your apprentice has limited or no previous work experience, as a rule, do not assume they know much about the world of work.

Even if they have worked before do not make assumptions that they 'must know' what is expected – check what they have done, learned from their previous experience and plan a staged induction so that they are not overwhelmed. Check their understanding on a regular basis to ensure they absorb the information.

An effective programme takes place over some weeks/months and is an ongoing process to ensure the new apprentice settles well into the organisation.

The line manager/mentor should use an induction checklist to help the apprentice understand their role and how it fits into their team and the wider business.

You should make sure the apprentice has the office's contact details before their first day so they can ask questions e.g. what to wear on first day and to provide them with useful information. Schedule meetings with key colleagues and list of priorities for first few days/weeks as appropriate.

4 Delivery of End Point Assessment



Gateway

Before an apprentice can start the EPA, they must get through the gateway.

The gateway is a moment during the apprenticeships where formal on-programme training is completed and an apprentice demonstrates competence in the occupation.

- Both training provider and employer should agree that an apprentice is ready to start the EPA; it is the employer, however, who makes the final decision
- Employer to ensure that the apprentice has acquired the full set of knowledge, skills and behaviours by the planned end date.

Gateway Level 6:

- Gateway at Level 6 is defined as completion of 340 of 360 academic credits towards Part 1 qualification.

Gateway Level 7:

- One of the main conditions for reaching the gateway is a completion of Part 2 qualification. However, the completion of Part 2 does not automatically mean reaching the gateway. Part 2 can be completed at any time during the on-programme training, e.g. one week or one year before gateway
- *The EPA at Level 7 is integrated with the final assessment of Part 3. Any modules that are part of Part 3 grading and are not included in the EPA (e.g. written exams, PEDRs) and any formal Part 3 training, such as lectures must be completed prior to the gateway.*



The Gateway is a moment during the apprenticeships where formal on-programme training is complete and the apprentice demonstrates competence in the occupation and can start the EPA.

End Point Assessment

The End Point Assessment for both standards is integrated with the final academic assessment and essential for obtaining an academic award:

- Part 1 for Level 6
- Part 3 for Level 7

The training provider is responsible for delivering the EPA for each standard.

EPA for Level 6

It is estimated that the total length of the on-programme training will be typically 48 months, with the EPA typically taking place within 2 months of going through the gateway.

Performance in the EPA will provide 20 credits towards the overall degree classification.

The apprentice must obtain the required on-programme credits before taking the End Point Assessment, which will fall in the final months of the apprenticeship.

The full requirements for EPA Level 6 are set out in the End Point Assessment Plan:



https://www.instituteforapprenticeships.org/media/1923/st0534-architect-assistant-l6_ap-for-publishing_220618.pdf

Assessment Methods

- Presentation supported by a portfolio.
- Professional Interview supported by a practice report.
 - *Design challenge project (must be completed after the gateway and in the practice)*
 - *It must involve a real architectural project.*

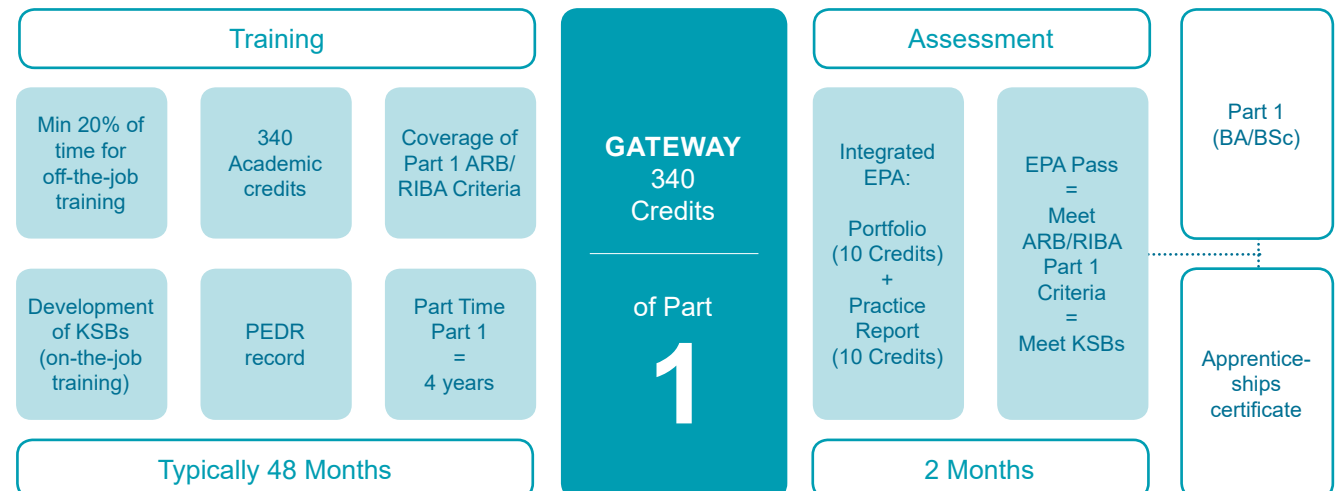
Design Challenge

The design challenge forms the basis of the practice report and ultimately the professional interview.

It must be completed in the working environment and must provide an opportunity for the apprentice to demonstrate that they meet all competence requirements.

The design challenge is a real project or part of a project (eg. cladding development, hotel lobby design).

Projects can vary in scale, work stage or location and must be agreed with the employer and training provider prior to commencement.



EPA for Level 7

It is estimated that the total length of the Part 2 and Part 3 qualifications will be typically 48 months with the EPA taking place in the 6 months after the gateway.

Performance in the EPA will provide 30 credits towards the overall Part 3 classification.

The apprentice must obtain the required on-programme credits before taking the End Point Assessment, which will fall in the final months of the apprenticeship. The requirements are set out in the End Point Assessment Plan.



https://www.instituteforapprenticeships.org/media/1924/st0533_architect_l7_ap-for-publication_22062018.pdf

A requirement for completing an ARB-prescribed Part 3 qualification is that an individual must have completed at least 24 months practical training experience which complies with its requirements. The experience is typically logged in the form of the RIBA's PEDR.

- Practical training experience can only be recorded during full time work (minimum 20h per week)
- Those studying full-time cannot record practical training experience.
- If PEDRs form the final assessment of Part 3 they must be recorded and assessed prior to gateway.



<http://www.arb.org.uk/student-information/practical-training-requirements/>

The EPA Assessor should be qualified to assess Part 3 criteria. The EPA Assessor and Part 3 Professional Examiner roles can be shared by the same person.

To complete the course all KSBs as well as Part 2 and Part 3 Criteria must be met.

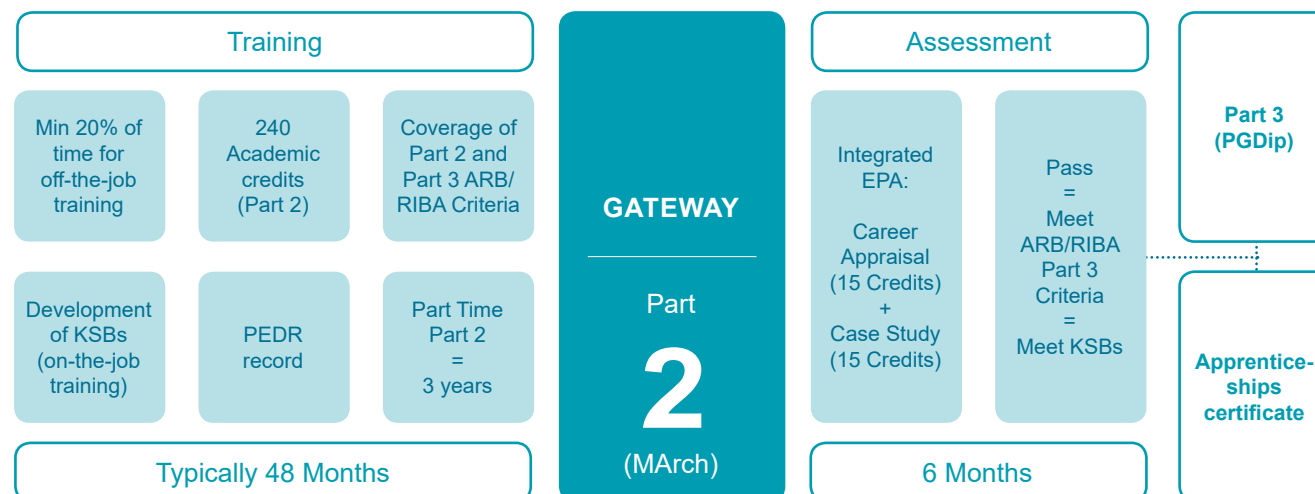
Assessment Methods

- A case study report supported by design challenge
 - *Design challenge must be completed after the gateway and in the practice.*
- Professional interview supported by career appraisal
 - *Career appraisal is a supporting document and is not graded separately.*

Design Challenge

The design challenge forms the basis of the case study report. It must be completed on a real life project and be relevant to the apprenticeship so that an apprentice can use it to demonstrate learned competences.

The case study report is very much the same as a regular Part 3 case study where student is using a real life project to demonstrate meeting ARB/RIBA Part 3 criteria. The main difference is that the EPA case study report is mapped to apprenticeships KSBs which are aligned to Part 3 and some of the Part 2 criteria. The full mapping of the EPA Case Study Report can be found in the Level 7 EPA Plan Appendix A.



Examples of Design Challenge

#01

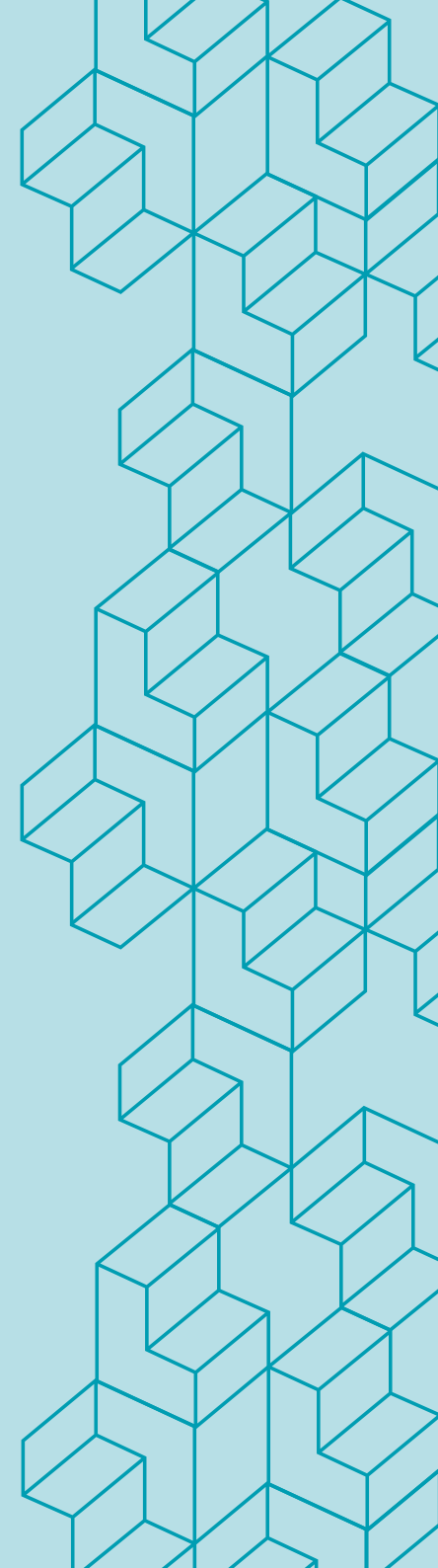
An apprentice works on a single-storey house extension. The case study starts with the project introduction and an analysis of the brief. The study continues with a description of the project through the following stages: planning, building regulations, tender submission, procurement choice etc.

While working on the project, the apprentice is the main designer of the proposed scheme, and the whole scheme naturally becomes their design challenge. As they write the case study, the apprentice also describes the design challenges faced during the design development process, such as addressing the environment during massing design or providing a design solution that is well coordinated with structural elements.

#02

An apprentice works on a six-storey commercial office. The case study starts with the project introduction and an analysis of the brief. The study continues with a description of the project through the following stages: planning, building regulations, tender submission, procurement choice etc.

While working on the project, one of the apprentice's responsibilities is to design and to develop the cladding package, which naturally becomes their design challenge. They start by describing the challenge – the brief for the cladding, budget, complexity of structural integrity; and fire regulations. The apprentice then describes how the challenge was resolved through the design process, for example, the inspiration for the cladding system, use of materials to meet requirements of fire regulation and coordination with engineers.



Glossary

ARB

Architects Registration Board. Statutory Regulatory Body for Architects

EPA

End Point Assessment – Assessment undertaken following the gateway which assesses the skills, knowledge and behaviours of the apprenticeship as set out in the Apprenticeship Standards

Gateway

The point in the development and education of an apprentice at which they are deemed to meet the skills, knowledge and behaviour as set out the apprenticeship standard

IfATE

Institute for Apprenticeships

KSBs

Knowledge, Skills, and Behaviours

Part 1

ARB-prescribed/RIBA-validated first cycle degree qualification in architecture

Part 2

ARB-prescribed/RIBA-validated second cycle degree qualification in architecture

Part 3

ARB-prescribed/RIBA-validated Examination in Professional Practice and Management

PEDR

Professional Experience and Development Record. Quarterly report developed by the RIBA for the student to record professional experience

Provider

The institution, typically a university, that provides the off-the-job training that will award the degree and assess the apprentice in the EPA in its role as the End Point Assessment Organisation

RIBA

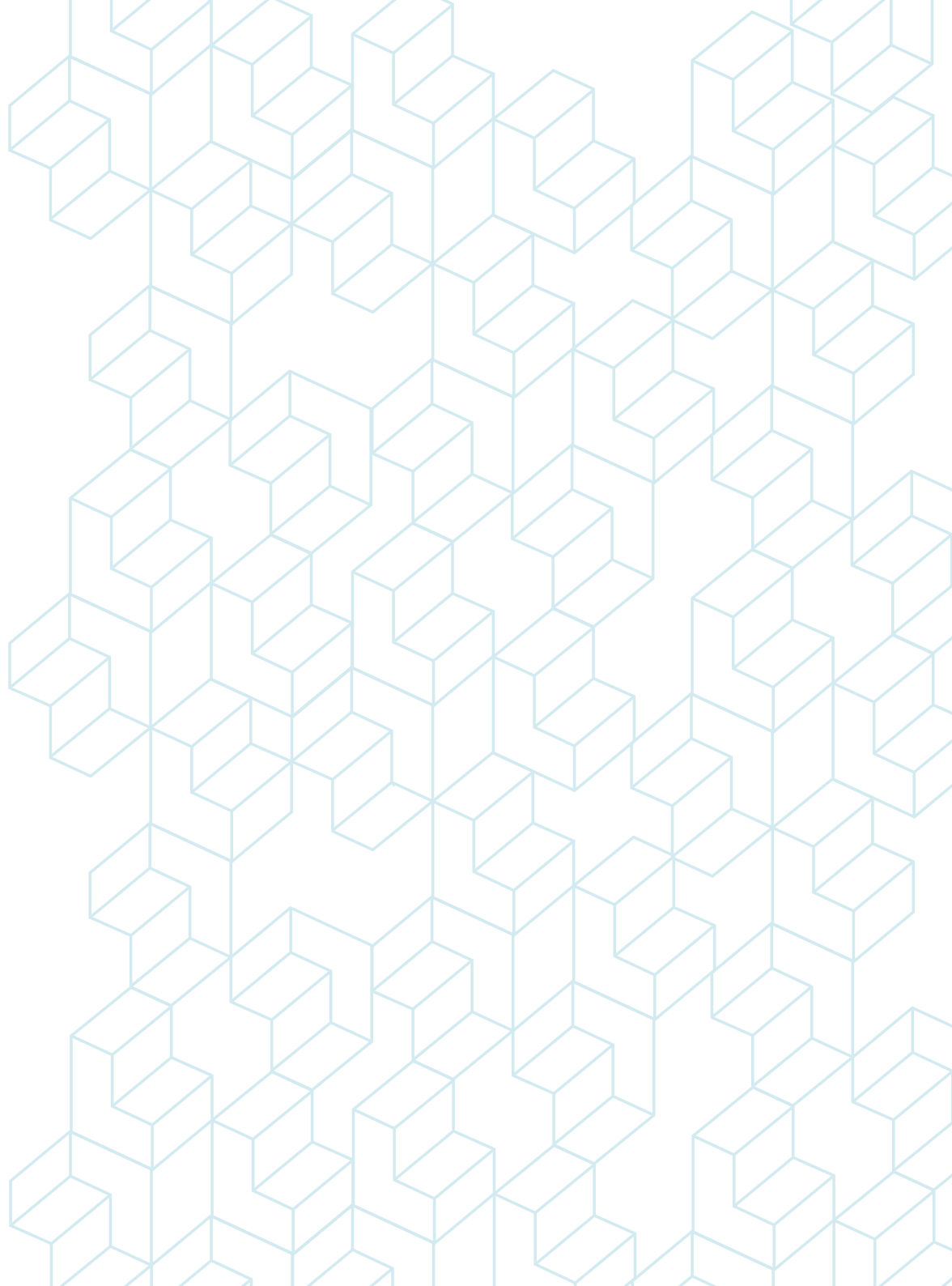
Royal Institute of British Architects. Professional Body for Architects

RoAAO

Register of Apprentice Assessment Organisations

RoEPAO

Register of End Point Assessment Organisations





Architecture Apprenticeships

Foster + Partners

Hawkins
Brown

LIPSCOMB JONES
ARCHITECTS AND ENGINEERS

SCOTT⁺
BROWNRIGG

seven architecture

HLM

h+k

PLP/ARCHITECTURE

PERKINS + WILL

hta

arb
Architects
Registration
Board

ALLFORD
HALL
MONAGHAN
MORRIS

ARUP

BDP.

FelddenCleggBradleyStudios

GRIMSHAW

Pollard
Thomas
Edwards

Ryder

STANTON
WILLIAMS

tp bennett

PURCELL

RIBA 

